

SOCIETY FOR CURRICULUM STUDY

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Published about eight times a year by the Society for Curriculum Study at the office of the chairman of the Executive Committee, Western Reserve University, Cleveland. The Society includes the following workers: curriculum directors, administrative officers in charge of curriculum making, special or general consultants in curriculum revision, authors of treatises on curriculum making, investigators in curriculum making, instructors in curriculum making, and experimenters with activity curricula.

Executive Committee

Chairman:	Florence Stratemeyer	Arthur Dondineau
Henry Harap	Elma Neal	Emil Lange
Vice-Chairman:	L. Thomas Hopkins	Herbert Bruner
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PRELIMINARY REPORT OF THE COMMITTEE ON SECONDARY EDUCATION

Committee Membership

C. L. Cushman, Curriculum Director, Denver School System.
 W. B. Featherstone, Curriculum Director, Los Angeles School System.
 Sidney Hall, State Superintendent of Schools, Richmond, Va.
 T. J. Kirby, State University of Iowa, Iowa City, Iowa.
 G. Robert Koopman, Principal, Tappan Junior High School, Ann Arbor, Mich.
 Rudolph Lindquist, Director of University High School, Ohio State University, Columbus, Ohio.
 Forrest E. Long, School of Education, New York University, New York City.
 James E. Mendenhall, Associate in Research, Lincoln School of Teachers College, Columbia University, New York City.
 George H. Merideth, Assistant Superintendent of Schools, Pasadena, California.
 Raleigh Schorling, University of Michigan, Ann Arbor, Michigan.
 V. T. Thayer, Educational Director, Ethical Culture Schools, New York City.
 W. L. Uhl, Dean, School of Education, University of Washington, Seattle, Wash.
 Goodwin Watson, Professor of Education, Teachers College, Columbia University, New York City.
 Samuel Everett, Associate in Research, Lincoln School of Teachers College, Columbia University, Chairman.

The Job to be Done

Forward-looking thinkers in secondary education recognize that American high schools are failing to meet the socio-economic needs of young Americans, that they are dominated by a classical theory of education which is now outmoded, and that the American secondary schools must be reorganized in such a way as to meet the needs of people living in a modern, industrial, democratic society. We need a vision as to what should be done and concrete suggestions for the reorganization of secondary school curricula.

The plan followed by the Committee on Secondary Education is the writing, analyzing, and publishing of a number of thorough-going high school curriculum plans. We are attempting to do for secondary education what Charles A. Beard did for society when he published "America Faces the Future". In this volume, Beard collected certain outstanding plans for the reconstruction of American society. In our committee work we are seeking to do the same thing in the reorganization of the American high school. Our publication should prove to be of great value to all educators who are interested in reorganizing the American high school, just as Beard's volume was of value to people interested in the reorganization and planning of society.

Each member of the committee is writing a thorough-going plan for the American secondary school. The approximate length of these statements is thirty double space typewritten pages. The contribution of each person will presumably represent the best and most creative thinking of the author. The purpose is, of course, an attempt to develop an over-all inclusive picture of the future American

secondary school. The committee is not attempting to deal with Secondary education as specialists. The purpose is instead to develop a statesmanlike conception of the desired secondary school. Each committee member will therefore attempt to deal in his statement with the following aspects of the curriculum problem.

- A statement of the social and educational theory which shall run through the whole plan.
- A discussion of the broad problem of method for the proposed curriculum.
- A somewhat detailed curriculum plan for the junior and senior high school.
- Suggestions for administration.
- A brief indication of the type of elementary and higher education which the author would like to see precede and follow his high school curriculum.

The final organization of the committee report which will appear is as follows:

- An introduction stating the need for the revision of the American secondary school and the job which our Secondary Education Committee has undertaken.
- A number of chapters, each of which presents a thorough-going high school revision plan.
- One chapter in conclusion which is an analysis of the plans included in the study.

Present Status of the Study

Two of the members of the committee will probably be unable to make contributions due to illness. Of the remaining twelve committee members, seven have already completed the first draft of their plans, one has submitted an outline of what he proposes to do, and is now writing this up; while four are attempting to get their plans in by February first or shortly thereafter. Copies of the plans, as they are turned in to the chairman, are sent out to committee members for suggestions and criticism.

It can easily be appreciated that the difficulties of a committee of this size, working together and following through a common conception of the job to be done, are quite considerable. The members are scattered from one coast to the other. They are working in public schools, private schools, city systems, teacher training institutions and in one instance a state department of education. As no funds were available, this committee has never met to talk over common problems as well as possible misunderstandings and difficulties. Nor has any member had the help and guidance which might have come through his having the plans of other committee members before him when writing his contribution. The chairman has especially wished to get the unique contribution of committee members and so, in each case, has held up the distribution of completed plans to each member until his own production was completed and handed in. The chairman did suggest that committee members might go to an article entitled, *The Changing Secondary School*, which appeared in the March 1932 issue of *Progressive Education* but this was the only concrete plan which the committee has had to guide it in its work.

The problem of doing a job under these conditions is, of course, considerable, but not insurmountable. Committee members have cooperated in every way possible. The plans submitted indicate wide differences in emphasis, but, by and large, they are in agreement on the conception of the job we have undertaken.

We are now in the process of revision, of bringing the plans more closely together in such matters as form and the inclusion of material on such subjects as social and educational theory, specific curriculum material, suggestions for administration and the like. In doing this, the attempt is not to change differences of emphasis but merely to see to it that each plan deals somewhat adequately with each of the aspects of the curriculum problem which the committee set out to cover.

It is natural that certain committee members should emphasize more immediate practical curriculum matters and that others should stress philosophical points of view. The final report will show such difference in emphasis. And it is desirable that this should be so. It is, however, our hope and aim that each plan will conform to the broad conception of our committee job.

Brief Analysis of Secondary School Plans Already Submitted

Orientation to American Culture

When one runs through the plans thus far produced by the Committee on Secondary Education it becomes clear that the basic educational orientation of all authors is in terms of the present. These people are not thinking of secondary education from a traditional point of view. They are not primarily interested in the perpetuation of traditional subject matter, methods and techniques. They are, by and large, approaching secondary education from the point of view of intelligent laymen, men who are much affected by the revolutionary social changes now going on in society. Several authors feel that they cannot say anything about secondary education until they have called attention to a number of major social changes now under way in America, and in the world. In the minds of these men the modern American secondary school must clearly be conceived in relation to modern conditions and needs.

Furthermore orientation is not being conceived narrowly. The emphasis is not merely upon the adjustment of individuals to the trends, tendencies and conditions of today. Orientation is much more broadly conceived. It includes the active participation of young people and adults alike in bringing about better conditions of life, both for themselves and for others. Indeed, as will be indicated later, a major emphasis in certain of the plans submitted, is the active participation of young people in the improvement of our community and social life.

The emphasis upon the orientation of young people of secondary school age to American culture is either stated or implied in every plan thus far submitted. No author is emphasizing the past as such, or is thinking in terms of a classical or a classical type of education. The past is to be used to illuminate the present. All are concerned that secondary education should orient all

young people to the present and to the future. Moreover they are not concerned with providing a type of education for a select elite in our population.

Various practical curriculum suggestions are offered as to the ways in which the secondary school should orient young people to their own communities and to the world. But in general there are two approaches used in the reports thus far submitted. It is to be done first, through following the individual interests of children, and guiding the development of these interests, or second, it is to be accomplished through orienting all young people to the Society in which they live by means of general required courses.

Among those who make the individual interest approach one would have individual pupils study a series of units constructed for this purpose. These units would fall into seventeen distinct areas. All would deal with some important aspect of modern life, while the choice and sequence of these units for every pupil would be carefully guided through a counselor system.

Another plan would orient young people of high school age to the life about them, and seek to help each person find his place in this life, through making it possible for him to follow his art, science or business interest and to approach the study of other subjects and fields through the relation they bear to the all consuming, developing, interest.

In some such way as this certain authors of secondary school plans would organize their schools around individual interests. They would get breadth of orientation through the type of units studied, through a counseling system, or through leading young people to approach the broad aspects of our culture, science, art, economics, etc. from the point of view of their own individual interest.

The majority of the committee members who have thus far produced high school plans do not however use this "interest" approach. Instead they provide broad fields of experience, a core curriculum, to which all are exposed. Provision is made for individual interests within this core or by supplementary elective offerings and experiences.

One plan outlines in detail certain orientation courses in the fields of the Humanities, Physical Science, Biological Science, Social Science and Home Economics. This work is intended to precede a more specialized type of curriculum offering. Another plan provides for cultural orientation through a broad study of other cultures, and selected historical periods, the emphasis being upon throwing light upon present day life and stimulating participation on the part of young people in the community life about them.

It is exceedingly important to note that in planning for the American secondary school of the future, no one is confining his thinking to the specialized subject curriculum now found in the conventional American high school.

The School and the Community

One of the outstanding emphases of certain plans presented by members of the committee is the close relation of the school with the community. In these plans such phrases as "education should extend throughout life" and "education should lead to and include action", become more than philosophical phrases. Such ideas are basic assumptions which determine the type of secondary education these authors are suggesting.

These plans stress the importance of active participation in civic affairs by administrators, teachers, indeed, all those persons connected with secondary education. They take the position that youth cannot be oriented to American life through the schools unless those who are in charge of education are active participants in socio-economic affairs. Nor can American youth become effectively learners and "doers" without active participation in the community life about them. Young people should participate with adults in an active community centered type of education. Education then, at all levels, and particularly at the secondary school level, becomes closely bound up with an active adult education program.

Those who emphasize this active, community centered, school envisage American youth of secondary school age spending a large proportion of their time outside school buildings and school grounds. One plan would have secondary school teachers and pupils make surveys of local community activities, interests and needs in the areas of economics, government, aesthetics, science, group organization and group mores. For example, in the area of aesthetics, the movies, photography, personal adornment, the reading habits of the community, housing, community planning, all would be surveyed. High school students would moreover be encouraged to join local adult groups interested in various aspects of government and community affairs. They would engage in pressure group activities intended to better community living. Such activities would give vitality to the secondary school organization and to the community life as a whole.

One author who emphasizes "Education as a Community Function" cannot conceive of an educational plan which cares for young people of high school age without working out a new conception of education for the whole community. He therefore suggests a new "Organization of Community Schools".

Organization of Community Schools

School	Ages	Function
I Primary	2-8 and parents of children	To socialize and protect children and give parents education in child rearing.
II Elementary	9-12 and parents of children	To give child command over important tools which the race has discovered and to keep parents informed of changes in education.

III	Neighborhood adults	13-15 and all adults in neighborhood	To enrich and enlarge environment and to provide an agency by which the neighborhood meets its needs.
IV	Community College	16 plus -- all adults in city (potentially)	To provide for the proper enlargement and systematization of the educative process for the purpose of increasing the ability of the community to react quickly and successfully to disturbances.

The author who in making this approach to the educational problem, outlines in some detail the character of "The Neighborhood Center or School" and "The Community College" which are to care for the youth of high school age, as well as the adults of the community.

Problems of Administration, Guidance Tests, Records, Buildings.

In the brief analysis of the high school plans presented no attempt will be made to follow through in any detail such aspects of secondary education as are listed above. As far as administration is concerned it may be said that in general, the authors desire it to be highly flexible. It is intended to serve the felt needs of teachers and young people who are engaged in the educational process in the school and in the community, rather than to conform to a rigid pattern of mechanical efficiency. One finds various emphases in the plans suggested.

Authors show distinctly more concern over the problem of guidance than is usually found. The persons making an individual interest, rather than the broad fields approach to the high school curriculum, are especially concerned that an adequate system of guidance be set up. One such author emphasizes the need for a "psychological supervisor" who shall aid teachers in their guidance work.

Certain plans emphasize that tests should be used as a teaching device. They should open up leads for future study as well as check up on the adequacy of understanding of material covered or activities engaged in. Special concern is also shown in keeping adequate and complete personal records. These can then be used by all those adults who are guiding the educational process.

Certain authors mention in some detail the desirable buildings and equipment to be used in the new secondary school. The need of quiet offices, numerous attractive conference rooms, work shops, laboratories, special libraries, movable equipment, visual aids, radios, and complete recreational facilities, are stressed. One author envisages the establishment of farms and camps in connection with the education of city youth, and would have urban living centers

provided for country youth. Thus a wide variety of experience would be provided. In general, it may be said that those persons who are especially concerned with a close tie-up of secondary school education with adult education are most concerned over the problem of desirable equipment.

It must not be supposed that all plans include all of the above emphases. The points just made, however, do in general seem to represent the thinking of the group as a whole on the problems in question.

Major Problems and Difficulties

First, all aspects of the secondary school problem, i.e. the social and educational outlook, curriculum suggestions, administration, et cetera, are not dealt with in all the plans thus far submitted. One author may limit himself very largely to the practical curriculum program, while another has comparatively few immediate practical suggestions for the curriculum and administration of the high school, but limits himself largely to the social and educational "principles" which shall serve as a basis for the new secondary school.

Second, the social ideals, the type of individual we wish to produce in a new type secondary school is often not clearly indicated. It is easy to talk of objectives in terms of "an enriched sense of values", "a growing sense of social consciousness", meeting "need satisfactions", and the like, without indicating what is really meant. What are the social ideals and values which we wish to perpetuate? Thinking in terms of the individual, what are the "need satisfactions" making for the good life? What are some of the attitudes which are desirable, and what are some of those which are not desirable? Some of the plans submitted obviously answer such questions better than others. But it now seems clear that all authors would do well to put in more of a bill of specifics. Taken as a whole all ethical goals represent the desired social outlook. To be of most use the desired social outlook must be made clear in terms of specific values and concrete illustrations.

Third, the difficulty one sometimes finds relative to ethical goals and values also occasionally appears when one wishes to get an intimate picture of the various kinds of experience and the types of problems, method and content which authors have in mind when outlining the organization of their high school curricula. These plans will, of course, be of most use when they are made somewhat concrete in terms of the details of the desired educational process.

As has been already indicated the committee members who have already produced the first draft of their high school plans are now in the process of revising, having in mind the kind of problems and difficulties which have just been indicated.

A more complete analysis of all plans of all committee members will be made by the chairman at the Saturday morning, February 23, 1935, meeting of the Society, at Atlantic City. This analysis is to be a part of the program on "Modernizing the Secondary School Curriculum".

THE ANNUAL SUMMARY OF
CURRICULUM ACTIVITIES OF MEMBERS

ANDERSON, A. C., Alabama College, Montevallo, Ala. My curriculum activities have been in connection with the curriculum reorganization program at Alabama College, where a new junior college curriculum has been under construction.

ANDERSON, Walter A., 305 City Hall, Minneapolis, Minn. During the past year, I have been in charge of curriculum committees which are working out courses of study for Minneapolis in the fields of: Junior High School Social Studies (geography, history, and community life problems); Junior High School Science (for seventh, eighth, and ninth grades); Elementary School Arithmetic.

ARGO, A. C., Principal, Sequoia Union High School, Redwood City, California. Organization of a course called social living, which is a correlation of certain content usually found in English literature, English composition, World history, sociology, economics, political science, and the fine arts. Course is given two hours a day over a period of two years. Organization of a course called advanced science, which is a correlation of some of the more functional content found in both the natural and physical sciences.

ARMSTRONG, W. E., Supervisor of High Schools, Salt Lake City, Utah. Our committees are developing their respective courses along the line of the direct problem approach. Each committee is attempting to bring in those related activities in other subjects which will best help to integrate the individual. Little attempt has been made as yet to break down subject-matter boundary lines. Each course when developed will contain many more activities than any one pupil can experience. The program of studies has been changed from the multiple type to a constants - with variables type.

AYER, Fred C., University of Texas, Austin, Texas. (1) Served as General Consultant for the Texas State Curriculum Revision Program. (2) Prepared Syllabus of An Orientation Course in Curriculum Revision for Senior Colleges of Texas. (3) Promoted State-wide Curriculum Conference for Administrators, Supervisors, and Curriculum Workers at University of Texas July 19-21, 1934.

BIEFORD, F. E., Assistant Superintendent of Schools, Louisville, Ky. During 1933-34 the curriculum committees for the secondary schools of Louisville under my direction, completed thirteen tentative courses of study, one set of work sheets, and nine sets of tests.

BROEMING, Angela M., School Administration Building, Baltimore, Md. Following the publication of the experimentally determined English Units of Work and Standards of Attainment, grades 7-12, I have been engaged in (1) the preparation of objective achievement and practice tests on the literature and on the composition units and (2) in the revision of the unit assignment sheets.

BUFKIN, W. E., Leland Consolidated School, Leland, Miss. Served as chairman of the Curriculum Committee of the Mississippi Education Association in outlining plans for a state program of curriculum improvement. Served for a short period as leader of a group who were working on the study bulletin to be used by 10,000 Mississippi teachers in an orientation program. Served as chairman of local, county and regional committees in directing study programs.

CARMICHAEL, A. M., Ball State Teachers College, Muncie, Indiana. The Committee on Social Studies for the Elementary Grades for the State of Indiana, of which I am a member, begins a revision of the course this year. My particular assignment is concerned with whatever ancient or mediaeval history is included and with character and personality developments.

CASWELL, F. L., George Peabody College for Teachers, Nashville, Tenn. My principal activities have related to development of the State curriculum program in Virginia, Arkansas, and Mississippi. In Virginia tentative courses of study were revised and this year an installation program has been in progress. In Arkansas teachers have been engaged in a period of exploration and development of new materials. Mississippi is engaged in state-wide study of curriculum issues and problems.

COOK, Harris M., West Texas State Teachers College, Canyon, Texas. Curriculum activities in the past year have consisted in teaching classes in residence, teaching classes by correspondence, appearing on program of county meetings, South Plains Curriculum Conferences, the Panhandle-Plains Superintendents' Association, and assisting in the organization of District I in the Texas Revision Program.

DAVIES, J. Earl, Adams State Teachers College, Alamosa, Colo. I have been doing graduate work at Teachers College, Columbia University, with Professors H. B. Bruner, L. T. Hopkins, Paul Hanna, and H. O. Rugg. Since September, 1934, I have devoted most of my time to the development of a doctoral dissertation problem, in which I propose to analyze current literature on Housing to determine, for purposes of curriculum making, the most important problems, issues, and related generalizations in Housing discussions. I expect to finish the dissertation by June, 1935.

DECH, ALAN O., 281 South Street, Oyster Bay, N. Y. At the present time I am working on the construction of integrated literature units for low groups. During the year we have been preparing and experimenting with material for groups with low I. Q's.

DEEN, PEARL, 317 Poplar Street, Memphis, Tenn. Social Studies in 4th, 5th, and 6th grades. (Unfinished).

DONNER, ARVIN N., 325 DeQueen Boulevard, Port Arthur, Texas. Special work in the form of mimeographed courses of study, accompanied by pupil handbooks or drill books, have been worked out for the slower classes and ungraded classes in the Special Department. In general, these courses attempt to follow those outlined for the regular department, with special adaptation to the slower moving groups. These have been worked out on the Junior High School level.

DROST, PAUL E., 351 Pulaski Street, Brooklyn, N. Y. Coordinator - BUILDING AMERICA, picture-texts, for the social studies.

ELLINGSON, MARK, Rochester Mechanics Institute, Rochester, N. Y. The most important curriculum activities carried out in 1934 were in connection with the organization of materials for individualized education. The setting of a program of this kind has eliminated the traditional concept of failure and has put into operation a program of counseled self-direction.

ENGLISH, MILDRED, Raleigh Public Schools, Raleigh, N. C. Publication of Yearbook of Elementary Education Council, Raleigh, N. C., on Elementary Science. (Will be off press in about 3 weeks.) Material for Yearbook on Creative Expression developed and ready for publication.

EVERETT, SAMUEL, Lincoln School of Teachers College, New York City. Chairman of the Committee on Secondary Education of the Society for Curriculum Study. A preliminary analysis of the work of the committee appears in this bulletin.

FILLERS, H. D., Superintendent of Schools, Wichita Falls, Texas. 1. Member of Executive Committee in charge of Curriculum Revision Program of Texas. 2. (a) I. Wichita Falls, we have been working on integration of curriculum in mathematics, English, Social Studies; (b) Objectives set up on all grade levels; (c) Writing of units, and try-out in several fields.

FROST, NORMAN, George Peabody College for Teachers, Nashville, Tenn. Work with the teachers of Polk County, Tennessee, on curriculum adjustment for that county. A series of ten general meetings supplemented by twenty or more committee meetings for each participant. Committees organized on basis of subject matter fields with sub-committees on grade levels.

FRUTCHIEY, FRED P., Bureau of Educational Research, Ohio State University, Columbus, Ohio. Developing self-explanatory learning exercises for five units of arithmetic and elementary algebra for the high school review course in Ohio.

GRAY, WILLIAM S., University of Chicago, Chicago, Ill. As Executive Secretary of the Committee on the Preparation of Teachers of the University of Chicago, twelve committees have been appointed representing the various departments which train secondary-school teachers and specific programs of courses have been prepared. In some cases, the character of courses offered have been modified to meet more fully the needs of secondary-school teachers.

HAGGERTY, ISABEL, Principal, No. 3 - Franklin School, Passaic, N. J. Chairman, Course of Study on Mathematics for grades 7-8, completed January 1935. Co-Chairman, Health Education Course of Study in preparation.

HALL, SIDNEY B., State Board of Education, Richmond, Va. The most important curriculum activity carried on in Virginia during the school year 1934 was the completion of the curriculum revision program and the printing of tentative courses of study as a result of the three years' work which has been under way. At the present date the new courses of study for the State of Virginia are in operation in more than ten thousand classrooms, and are meeting with great success and approval.

HALTER, HELEN, New York State College for Teachers, Albany, N. Y. Revision of the social studies curriculum in the practice school of the New York State Teachers College.

HANNA, PAUL R., Lincoln School of Teachers College, New York City. Continued to serve as State consultant in Social Studies, State of Virginia. Continued as Associate Editor of Lincoln School Curriculum Studies and Lincoln School Research Studies. Serving as chairman of Editorial Board of BUILDING AMERICA. Participated in curriculum conference held last week in June at Stanford University and taught curriculum at Stanford for summer session. Served as chairman of program committee for Curriculum Society.

HARAP, HENRY, Western Reserve University, Cleveland, Ohio. 1. During the last year I continued to analyze current social problems as they relate to the curriculum. 2. I carried my studies of the learning of fundamentals in an arithmetic activity program one step further. 3. I made a critical survey of courses of study published in the last two years. 4. I made a critical analysis of 28 courses in Consumption.

HARDEN, MARY, Horace Mann School, Teachers College, Columbia University, N.Y. City. As an outgrowth of the Horace Mann Plan for Teaching Children (In published form, Reynolds, R. G. and Harden, Mary, Bureau of Publication, Teachers College, 1932), the following activities are listed: Curriculum for Four-Year Old Kindergarten; Five-Year Old Kindergarten. Tentative Core content in Arithmetic, Language, Arts, and Social Sciences for Elementary School. Development of Core Content for Junior and Senior High School in relation to Eight Year Experiment between Secondary Schools and Colleges.

HEATON, KENNETH L., Director, Bureau of Curriculum and Guidance, State Department of Public Instruction, Lansing, Mich. The setting-up of a plan for a series of experimental and demonstration centers throughout the state, Projects dealing with elementary education, the training of teachers and administrators, are now under way. Curriculum materials have been prepared in the following fields (a) the character outcomes of education, (b) the conservation of natural resources related to civics, general science, geography, (c) safety education, (d) the effects of alcohol and narcotics.

HENDERSON, BARBARA, Director of Intermediate and Upper Grades, Kansas City, Mo. Assisted with the making of Arithmetic Tests for Kansas City. Advisor in Curriculum work on Social Studies.

HEPNER, WALTER R., Chief, Division of Secondary Education, California State Department of Education, Sacramento, Calif. In the Division of Secondary Education in the California State Department of Education the principal curriculum activities for 1934 were: 1. Organization of State Advisory Committee on Secondary Education. 2. Organization of State Committee on Cooperating Schools for setting up experimental curricula in selected schools. 3. Organization of regional committees for stimulation of curriculum revision, for collection of progress reports, and for promoting regional curriculum conferences. 4. Setting up in State Department of Education of a "Curriculum Revision Information Service" which to date has resulted in the distribution of 50 brief annotated bibliographies of secondary education and descriptive statements of 23 curriculum revision projects. 5. The development of a Handbook on Secondary Education for Parent-Teacher Association discussion groups.

HERRIOTT, M. E., John Muir Junior High School, Los Angeles, Calif. With Meria and Woodruff, preparation of the list of Textbooks of 1934. Headed a committee preparing course of study materials supplementary to the basic city course of study in English-social studies integrated course for seventh grade. Have begun an experiment in rearranging the traditional classroom and classroom furniture as to encourage the more informal types of instruction in high school, at the same time securing infinitely better natural lighting conditions.

HOCKETT, JOHN A., University of California, Berkeley, Calif. I have continued to participate in the activities of the California Curriculum Commission, in the study of textbooks for state adoption and in contributing to the intermediate grade unit of our Teachers Guide to Child Development. I am also completing an intensive study of the vocabularies of twenty-five primers.

HOPKINS, L. THOMAS, Lincoln School of Teachers College, New York City. During the past year I have aided in formulating a plan for reorganization of the curriculum of Lincoln School; collaborated with James E. Mendenhall on the book "Achievement at Lincoln School"; directed the secondary school division of the Yonkers, New York, survey; presided at curriculum conferences at Omaha, Lansing, Los Angeles County and Santa Barbara schools, the University of Omaha, Progressive Education Association; and have continued to act as curriculum consultant to the school systems of Pasadena, Long Beach, Burbank, California, and Wilmington, Delaware.

HOTZ, H. G., College of Education, University of Arkansas, Fayetteville, Ark.
1. Laboratory course in Construction of Curriculum Units, Summer Session, 1934.
2. Laboratory Course in Construction of Curriculum Units, Fall Semester, 1934.

JOHNSON, LESLIE W., 109 W. Broadway, Winona, Minn. At Teachers College, Columbia University, I wrote courses for the home room in junior and senior high school. In the public schools of Winona, Minnesota, we are now working on courses of study for elementary grade spelling, character education, and arithmetic. At the same time members of the curriculum committees are discussing our proposed philosophy of education. As director it is my duty and privilege to sit in at all meetings and take an active part in the curriculum construction.

JORDAN, FLOYD, George Peabody College for Teachers, Nashville, Tenn. My work has been in aiding the work being done by the Division of Surveys and Field Studies, Peabody College, which have been reported by the administrators of the division.

KEFAUVER, G. N., Stanford University, Palo Alto, Calif. 1. Work with staff of School of Education in reconstruction of graduate-study program and teacher-training program. 2. Work with California State Committee concerned with curriculum reconstruction in secondary schools.

KEMMERER, W. W., Director of Child Accounting and Curriculum, Houston Public Schools, Houston, Texas. The major curriculum activities which I engaged in in 1934 were: The field of general mathematics organized around social and economic problems for use in the 8th and 9th grades in the eleven year system, and in the development of general courses for freshmen and sophomore years of college in the fields of physical sciences, biological sciences, social sciences and language and fine arts.

KIMMEL, W. G., Columbia University, New York City. Social Studies; Member of Advisory Committee, New York State Social Studies Program. Consultant for several cities on social studies programs.

KNIGHT, P. B., State University of Iowa, Iowa City, Iowa. (a) Exact content of mathematical pre-requisites of college algebra, physics, and chemistry; (b) coordinating adjustments involved in grade relocation of topics in elementary arithmetic; (c) techniques of fusing reading and arithmetic grades 1-3; (d) analysis of motion pictures of pupils at work on arithmetic; (e) experimental attack of problem-solving habits; (f) organization of planned arithmetic computation in social situations; (g) derivation of constants in a first course in educational psychology.

LARSON, EMIL L., University of Arizona, Tucson, Arizona. We have continued the work in elementary curriculum construction. In 1933 bulletins in Music, Home-making, and Arithmetic. In 1934 bulletins (courses) in the Social Studies (Geography, History, and Handwriting), and in Art. The bulletin in Reading is in the hands of the printer. Courses in Health and Physical Education, Natural Science, and Americanization (teaching English to foreign-speaking children) are in process of preparation. Several meetings have been held during the year dealing with the task of installation of the new courses.

LEAVELL, ULLIN W., George Peabody College for Teachers, Nashville, Tenn. Served as sponsor of "Adaptations Committee" of Arkansas Program to Improve Instruction. Served as chairman of "Elementary Curriculum Committee" of the Tennessee Education Commission.

LOOMIS, A. K., Principal, University High School, University of Chicago, Chicago. The project in reorganization of the studies in the University High School is progressing satisfactorily. The new program is now in effect for all classes below the senior year and will be fully in effect next year. At the present time I am meeting with three independent committees, all of which are interested in further revision in the program of studies of the University High School. It is probable that further important changes will be made in the near future.

MABIE, ETHEL, 22 West Dayton, Madison, Wisconsin. The new social studies program of the elementary school is being installed this year after two years of experimental work. A study of problems in arithmetic instruction is being organized. Committees studying these problems will report recommendations for course of study revision next year. An elementary science program in grades 4, 5, and 6 is being developed.

MACKINTOSH, HELEN K., 143 Bostwick, N.E., Grand Rapids, Mich. Curriculum work has been limited to the production of supplementary materials by groups of teachers. These have been published in the form of a pamphlet, Hebrew Stories; a mimeographed volume, Michigan, written by a teacher and checked by a group of teachers; and a supplementary bibliography for third grade social studies units. A conference group of teachers is working on the problem of discovering new social studies units, through a study of our own community by teachers.

MEISTRIK, EMMA, State Department of Education, Pierre, S. D. Social Studies (High School), Music and Fine Arts (High School), Language (High School). In the elementary field, our major interest has been to assist teachers in writing units based on the Elementary Course of Study, Revised 1933. We now have about 30 such units which are mimeographed and sent out to county superintendents for use, principally, in small town and rural schools.

MERIAM, J. L., University of California, Los Angeles, Calif. The Garfield School in Santa Monica, Calif., has a principal, 13 teachers, 300 pupils. This school had been used largely as a "development" and "adjustment" school. I was allowed, in September 1934, to direct this school, using the curriculum of my Missouri experiment much further developed. Pupils are organized in eight grades on the basis of age: six year olds in I, seven in II, etc. All the work is strictly departmental; 1. "Observation", 2. "Stories - Song - Pictures", 3. "Hand Work", Shop, cooking, etc. 4. "Play" - games and dances. Rooms are equipped for one particular work. Each teacher has her own work in one room. Pupils move from room to room. Periods are 60 minutes. No text books, but excellent library. Progress by pupils is strikingly encouraging. Teachers are greatly pleased.

MOORE, A. C., Superintendent of Schools, Atmore, Alabama. Member of the State Course of Study Committee for Alabama.

MORRISON, NELLIE C., General Curriculum Chairman, Grand Rapids, Mich. During 1934 Grand Rapids started work on a handbook on character education. By June, 1934, a survey had been made of the character education contained in the present courses of study. In September, 1934, a committee was appointed to start revising the Grand Rapids Kindergarten - first grade course of study in social studies.

NICHOLS, F. G., 27 Victoria Circle, Newton Centre, Mass. 1. Completed Study and published report on "Differentiating Duties and Essential Traits of The Personal Secretary" as a basis for secretarial training and guidance in this field. "The Personal Secretary" - Harvard University Press. \$2. One of a series of Studies in Education. 2. Tested several hundred typewriting pupils each year for three years including June 1934 to get data to use in deciding how much time should be given to this subject in high school curriculums. Publication plans incomplete. 3. Tested 500 clerical pupils - high school seniors - to determine how much time should be given to clerical units of instruction, what standards of competency should be established as goals of this course, and what kind of pupils should be permitted to major in clerical business training. Report just completed. Publication plans not completed.

NORTON, MARGARET A., 50 Morningside Drive, New York City. Edited the April, 1934 issue of the Review of Educational Research on "The Curriculum".

OAGLEY, EDITH B., Central High School, Binghamton, N. Y. Installation and try-out of an experimental integrated curriculum in grades 4, 5, and 6, which was completed in tentative form the preceding year. The social studies forms the core around which much of the other work is centered.

OJEMANN, RALPH H., Iowa Child Welfare Research Station, State University of Iowa, Iowa City. In the past two years I have developed a method of curriculum construction and have applied it to the building of curricula in the teaching of child development and family life to adults, that is, to parents, and to high school pupils. In July 1934 six studies completed by myself and associates were sent to press to be issued as a monograph. The investigations reported include studies in objectives and needs and in the designing and testing the effectiveness of learning programs.

OVERTUF, J. R., Deputy Superintendent, Sacramento, Calif. Completion of individual spellers grades 3-6. These books have been adopted by the State Board of Education for the entire state. Three elementary principals, the curriculum committee were the authors. Considerable work on individual arithmetic material grades 3-6 has been done. Coordinating committees between school segments have done good work in language especially.

PEIK, W. E., College of Education, University of Minnesota, Minneapolis, Minn. My activities in the field of curriculum this last year have been limited to participation in three regional conferences which were in whole or in part related to curriculum problems in teacher education at Northwestern University, at Colorado State Teachers College, and at the University of Minnesota, respectively. I have inaugurated several studies to be carried on by graduate students, which have as their objective the improvement of curricula in teacher training institutions.

PETERSEN, ANNA J., 201 Ward Street, New Brunswick, N. J. The elementary staff devoted the school year 1933-34 to the development of a Handbook in the Teaching of History for the Elementary School. The superintendent appointed me to plan, guide, and assemble the work. It was a cooperative enterprise involving every staff member, the children, and a number of parents. The handbook is, of course tentative and has functioned as a tool for growth in service far more than for what it offers in history.

PHILLIPS, C. A., University Elementary School, University of Missouri, Columbia, Missouri. Probably my most important curriculum activity has been the direction of certain studies which are prepared and distributed by the State Department of Education. These studies are printed and distributed quarterly. They include various types of units--some of them essentially activity units and others of such a character as to illuminate in some way an essential feature of the course of study in a given subject. In all there will be about forty units.

POWERS, S. RALPH, Teachers College, Columbia University, New York City. I have collaborated with Dr. Elsie Flint Keuner and Dr. Herbert S. Bruner in the preparation of a series of science texts for use in the grades of the junior high school. The material is organized as a correlated sequence through these grades. Social implications of scientific developments are emphasized throughout the series. I have collaborated with Dr. P. C. Jean, Dr. E. C. Harrah, and Mr. F. L. Herman, of the State Teachers College at Greeley, Colorado, in the preparation of An Introductory Course in Science for Colleges. This series of two volumes presents science and its social implications for college students.

PRATT, MARJORIE, 2100 E. Capitol Drive, Milwaukee, Wisconsin. We have produced the following materials: Kindergarten: Good Food for Children, Doll House, Hallowe'en Celebration. Grade I: Vegetable Gardening, Vegetable Market, Hardware Store, Grocery Store. Grade II: Lumber, Wool, Silk, Cotton. Grade 5: Science Course. Elementary Art Course. Formulation of Units for the Primary Science Program.

PROFFITT, MARIS M., U.S. Department of the Interior, Office of Education, Washington, D. C. Conducted a conference, composed of persons active in industrial arts work, called by the U. S. Office of Education to study and report on the aims, content, and organization of the curriculum for industrial arts. The conference prepared an outline for the study and adopted basic assumptions to govern the preparation of the report. Completed a study of occupational information courses in more than 800 high schools. The report included an analysis of curriculum content and curriculum practices. Published by the Office of Education, 1934.

REYNOLDS, HELEN M., Director, Kindergarten-Primary Education, Seattle Public Schools, Seattle, Wash. Conferences with the kindergarten-primary sections of Curriculum Committees and with central committees on preparation of a List of Materials in Literature. A Bulletin on Materials and Activities in Arithmetic. Content Outline in Social Studies in Kindergarten-Primary Grades. The Social Studies Content outline is now in the hands of the principal and teachers for study and constructive criticism.

ROWLAND, W. T. Jr., Louisville Public Schools, Bureau of Research, Louisville, Ky. Before removing from Arkansas to Louisville, I taught an extension course on the curriculum for the University of Arkansas, and taught two courses in residence on the same subject in the State A. M. College at Monticello. I supervised activities in curriculum construction in the public schools of seven counties in Arkansas throughout the school year, and contributed a bit to the editing of the bulletin on production of instruction materials, which was bulletin number two in the Arkansas Curriculum Revision Program.

RUGG, EARLE U., Colorado State Teachers College, Greeley, Colorado. During the past year I have been chairman of our college Curriculum Committee. We have worked out a seven-department program for the college. Beginning next fall, we abandon the offering of professional work in the first two years. We are setting up a thoroughgoing general college program for the first two years. We will then select people to go on with professional work in the senior college and offer them a three-year (including graduate year) integrated program above the sophomore year. They may take work in elementary, secondary or other education, fine and industrial arts, physical education (men or women), music, literature and languages, science education, or social studies as a major course. As part of this program, we are experimenting with the general college this year and next with two groups - one taking a prescribed course, and the other not. I have had charge of setting up the program for the group for whom we prescribed general education courses.

SININGER, W. H., Principal, San Jose Experimental School, Albuquerque, N. Mex. Our curriculum efforts the past year have centered around a few rather specific undertakings: (1) A basal speaking vocabulary for first year non-English-speaking pupils is being prepared. The list takes cognizance of the social and the reading needs of pupils. (2) Units in language in the intermediate and upper elementary grades are being built around associated themes or themes which are direct outgrowths of the larger social science themes. (3) In the social sciences an attempt is being made to reformulate objectives in light of "The Report of the Commission on Social Studies".

SMITH, L. W., Superintendent of Schools, Berkeley, California. We have conducted a series of meetings of our Central Curriculum Council. Have completed our basic statement of educational philosophy for Berkeley. Have set up subject matter platforms in a number of fields of study. Have organized several course of study committees in various fields of study. Monographs have been completed in the following fields: Home Economics, Unified Curriculum; Vol. I, Introduction, Vol. II, Low First, Vol. III, High First; Vol. IV, Second Grade; Music Education, Vol. I Primary Cycle; Vol. II, Elementary Cycle, grades 3-6.

SUMSTINE, DAVID R., Administration Building, Pittsburgh, Pa. During 1934 the Pittsburgh Schools continued the usual procedure in curriculum study, namely, the study of a field of education by all the members of the administrative and teaching staff, and the preparation of courses of study in specific subjects by groups of selected teachers. Character training in the public schools was the subject for general study. Courses of study in the following subjects were either completed or begun: Geography for grades 4-8; History for grades 5-8; Biology for grade 10; General Science for grades 7-9. Material for teaching current political and economic problems was also prepared.

THAYER, V. T., Educational Director of the Ethical Culture Schools, New York City; Chairman of Commission on Secondary School Curriculum of the Progressive Education Association.

TYLER, I. KEITH, Oakland Public Schools, Oakland, Calif. We have set up in Oakland a committee representing both elementary and secondary levels in each of the subject fields to evaluate the present courses of study and teaching practices in the light of Oakland's accepted educational principles and objectives and to recommend changes necessary in order to achieve a more ideal program; special committees in English, science, and social studies, have been collecting materials suitable for slow children and preparing book lists which have been found suitable.

WICKEY, ROSE, Director, Curriculum Department, Public Schools, Kansas City, Mo. Tangible evidences of our curriculum activities for the year 1933-1934 comprise the following bulletins: a printed course of study in Physical Education for Junior and Senior High Schools; mimeographed, experimental syllabi in Zoology and Botany; and a revised course in Latin for Junior and Senior High Schools. A program of complete revision of the social studies was initiated.

WILES, MARION E., Whittier School, Haverhill, Mass. At present we are concerned with the curriculum revision of our Junior High School Social Studies. The writer happens to be one of the co-chairmen selected to direct, lead, and guide this revision.

WILSON, GUY M., Boston University, Boston, Mass. This year working with arithmetic cooperators on fractions, decimals, and denominate numbers - what to teach and how.

WRAY, ROBERT P., North Washington, Penna. My curriculum activities this winter have been confined to the incorporation of the results of a previous research into a proposed organization of secondary school chemistry according to what I chose to call utilitarian principles.

WRINKLE, WILLIAM L., Colorado State Teachers College, Greeley, Colo. Activities reported in the October, 1934, News Bulletin of the Society under title, The Reorganization of Secondary Education at Colorado State Teachers College. The program of reorganization is developing satisfactorily and my activities are tide up with its continued progress.

ZYVE, CLAIRE, Principal, Fox Meadow School, Scarsdale, N. Y. The organization of a set-up for cooperative publishing at cost of materials about Westchester County and the publication of the first three pamphlets: Problems of Present-Day Westchester; Geology; and History. The organization includes all the superintendents of the county, the curriculum committee of the County Teachers Association, and cooperation of the various county commissions. About 5,000 of the first three pamphlets have been sold to schools in the county. Publication by the Fox Meadow School Staff of the book "Willingly to School".

DEVERS, NANCY O., State Supervisor of Elementary Instruction, Raleigh, N. C. For more than a year North Carolina has been revising both the elementary and the high school courses of study to be one continuous, unified, and integrated course when published during the fall of 1935. As a member of the State Department of Public Instruction, I work for the general development of the course of study and serve as special advisor for the courses in history, character education, and language, including spelling and writing. This is a teacher development and a teacher course of study production project, which has the active participation of thousands of teachers through series of local teachers' conferences.

GOODRICH, BESSIE BACON, Assistant Superintendent of Schools, Des Moines, Iowa. In Des Moines we are actively at work in writing courses of study for social studies for grades three and four; French for grades ten, eleven and twelve; dramatics for senior high school; and speech for senior high school. We are also doing some experimental work with speech in the elementary school which we hope may become the basis for a course to be written later. We are also preparing the outlines for three courses which might be thought of as courses in consumers' problems to be offered to the twelfth grade boys and girls who are enrolled in the experimental curriculum being developed in cooperation with the Progressive Education Association. These courses will deal with home relationships and administration, everyday business, and household mechanics.

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APRIL BULLETIN ON WORKBOOKS

Workbooks bid fair to become a distinctive American contribution to educational materials. They are being printed and used in ever increasing numbers. So far, however, little professional attention has been paid to the fact. It seemed wise, therefore, to devote a bulletin of the Society to a consideration of their nature and present status.

A committee under the chairmanship of Professor S. A. Courtis of the University of Michigan is charged with the preparation of the bulletin. The central presentation of the specific aims, forms, content, methods of construction, etc., will be written by Dr. Arthur I. Gates of Teachers College, Columbia

himself the author of many workbooks. The teacher's use of workbooks will be discussed by Miss Angela M. Broening, of the Baltimore Public Schools, and the future of workbooks by Professor L. J. Brueckner of the University of Minnesota. The bulletin will also supply an account prepared by Professor H. C. Good, of Ohio State, of the historical background and the movements out of which the workbook has arisen, and an analysis by the chairman of the theories and values in education which give to workbooks their distinctive character. Wendell Vreeland of the Research Department of the Detroit Public Schools will discuss the place of workbooks in relation to other individualized instructional materials, while Miss Bess Goodykoontz, of the U. S. Department of Education, will present the facts about current uses and practices. Professor Carter V. Good has agreed to prepare an appropriate list of pertinent references for those who wish to study the subject more extensively. The bulletin as a whole, will make it possible for members of the society to deal with workbooks intelligently.

The American custom of acting first and reflecting afterwards is well illustrated in the case of workbooks. The quality and purpose of those on the market vary enormously, ranging from mere compilations of "busywork" to carefully organized study guides and directive manuals. The variation in purposes and methods of use is even greater than the variation in quality. Moreover, the large increases in size of classes have driven many teachers into the use of instructional aids without adequate consideration of the principles which should govern such substitutes for teachers. By some, workbooks are regarded as "canned teaching"; by others, as means of adjusting study activities to the needs and rates of growth of individuals. There are as many different opinions with regard to the merits of workbooks as there are types and kinds. Under the circumstances it is believed the bulletin will contribute to the formation of intelligent attitudes toward the use of workbooks, and will stimulate constructive thinking and experimentation.

S. A. Curtis.

NORTH CAROLINA STATE PROGRAM OF CURRICULUM REVISION*

The present State program of curriculum revision in North Carolina was inaugurated on January 1, 1934. Since that time a great deal has been done. Of primary importance was the attempt to acquaint the general public with the undertaking. Each state-wide lay organization, through its duly appointed representative, was invited to attend a meeting at the State Capitol in Raleigh in the middle of February.

In addition to the work which has been done in connection with the lay organizations in the State, the summer schools this year were definitely identified with the curriculum program. A bulletin was printed entitled "A Study Guide for Curriculum Construction for Use in Summer Schools, 1934." In this bulletin materials were submitted for criticism, problems raised on which help was desired, and opportunity given for students and teachers to make any suggestions and offer any recommendations that to them seemed pertinent and worth while. Several thousand teachers learned about the program in the summer schools. Many of the teachers should be leaders in their respective communities. Judging from written materials which were submitted to the State Department of Public Instruction

* Based on Publication No. 179, Suggested Procedures for Curriculum Construction and Course of Study Building 1934-1935.

summer schools entered upon the work seriously and with enthusiasm.

The present program contemplates that courses of study for both the elementary and secondary schools will be printed following the school year 1934-1935. The current year, therefore, is to be devoted to study and active-participation on the part of lay people and teachers throughout the State. Material is to be produced to go directly into the course of study. The year is essentially one of production, the study being intended to make production as immediately valuable and usable as possible.

The State Administrative Organization consists of the Executive Council and the Central State Committees. The Executive Council is made up of members of the State Department of Public Instruction, school representatives from the State at large and three Special Consultants. The chief function of this Council is to formulate the policies which the curriculum study shall follow and to serve as a unifying and integrating agency for the entire program. The final course of study must have the general endorsement of this Council.

The members of the Executive Council from the State at large include representatives from the State and private institutions of higher learning, county and city superintendents, high school, grammar grade and primary teachers. This type of organization gives a representative for every phase of the educational system.

In the State Department of Public Instruction certain members have very specific responsibilities in addition to their general relationships to the program. Dr. James E. Hillman has general administrative direction of the entire program, and is directly concerned with the program of the elementary school. Dr. J. Henry Highsmith has general supervision over the high school program. Along with Mr. A. B. Combs he will direct the work in those general academic subjects of the high school.

A Central State Committee has been set up for each subject of the elementary and secondary school. Each committee has a chairman who is a teacher from the public schools. On each committee, also, will be found one or more college teachers. Working through the proper representative from the State Department of Public Instruction these Central State Committees will be responsible for the material of their respective subjects which finally reaches the State Executive Council. The committees, therefore, occupy a very important place in the program.

CURRICULUM ACTIVITIES OF THE OFFICE OF EDUCATION DURING 1934.

(a) Under the direction of Mr. M. M. Proffitt, Specialist in Guidance and Industrial Education, the Office of Education conducted a conference, composed of persons active in industrial arts work, to study and report on the aims, content, and organization of the curriculum for industrial arts. The conference prepared an outline for the study and adopted basic assumptions to govern the preparation of the report. Committees composed of the conference members are now

working on the study and reporting to the Office of Education which serves to direct and to coordinate the efforts of all who are working on the study, with a view to publishing the final report.

(b) Mr. Proffitt has completed a study of occupational information courses in more than 800 high schools. The report included an analysis of curriculum content and curriculum practices. It has been published by the Office of Education.

(c) Two studies in phases of the hygiene curriculum have recently been completed by Dr. James F. Rogers, Specialist in Health Education. "Health Instruction in Grades IX-XII" offers suggestions concerning the content of courses in hygiene for students in the last two years of high school. "Instruction in the Effects of Alcohol and Tobacco" reviews the history of education in this field and presents sources of material on these special subjects.

(d) Dr. Mary Dabney Davis, Specialist in Nursery-Kindergarten-Primary Education in the Office of Education, has been responsible for several curriculum publications particularly for supervisors of emergency nursery schools, among them an institute course for newly appointed State supervisors.

(e) Under the direction of Dr. Elise Martens, Specialist in Education of Exceptional Children, the Office of Education held a conference of specialists in the education of mentally deficient children in October to discuss intensively problems of curriculum, and to outline plans for the preparation and publication of a handbook on construction of curriculum for this group of children.

A COOPERATIVE CURRICULUM ENTERPRISE

Twelve towns and cities in north central Kansas have been at work for approximately a year in a cooperative effort to improve the curricula of their respective schools. Dr. H. G. Lull of the Teachers College of Emporia is the professional director for the group. Our policy has been to hold a number of general meetings in which all the schools have been represented about once each six or eight weeks. These meetings have been held on Saturday. In them Dr. Lull has presented to the entire group such subjects as he meant for the members to work on before the following meeting. After his presentation to the entire group the teachers have broken up into smaller sub-divisions which are primary grades, upper grades, junior high school and senior high school groups. We have recently broken the senior high school and junior high school groups into small departmental groups. Later these will be broken down into subject field groups.

To date we have been concerned with the differentiating and integrative phases of education, in the various types of objectives and in units of instruction. Just now we are developing intermediate objectives and shall continue to do so for some time.

An attendance of over 300 teachers at our last meeting indicates the interest which our teachers are manifesting in the project. Further proofs of

this interest are the appropriations which our respective boards of education have made for its support. The undersigned is chairman of the group.

W. E. Sheffer, Manhattan, Kansas.

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NEWS NOTES

El Paso, Texas, is instituting and offering, beginning January 21, a course called 1B Ethics for freshmen and sophomores. It is described as a solid course and is not compulsory except for non-college preparatory pupils entering high school next term. Also a course in 4A Ethics for juniors and seniors is offered especially as a final term course in the high school life of a student. This is required only for non-college students. The content of these so-called ethics courses is widely different and has been planned to a large extent, but will take form as a suitable teacher works it out by experience with a class. Being a solid course a pupil is expected to prepare assignments out of class.

Mr. Hughey, Superintendent of El Paso Public Schools, urges all teachers to try possible improvements in anything they are doing even though 20% of the previous standard course is upset, (that is, changed or disregarded). He thinks the resulting good should in general far outbalance any loss, both for the pupil and for the teacher.

Superintendent B. B. Cobb of the Waco Public Schools is meeting with his teachers twice a month studying the State Curriculum Handbook supplemented by the texts on curriculum construction by L. T. Hopkins and Henry Harap.

The curriculum work in progress in the Fort Worth Public Schools under the direction of J. C. Parker, Director of Curriculum, during the current year includes installation of a new science program for elementary schools, completion of production and try-out of a new language arts program for all grades, continuation of the evaluation of a social studies program installed in all grades in September, 1933, and orientation in certain other phases of the curriculum in which definite revision is to be initiated at the earliest possible date.

In Port Arthur, Texas, the teachers of the Special Department of the Junior High School have recently compiled a drill book in mathematics that seems very helpful. The children in this department are, of course, retarded and cannot succeed under the standard curriculum. The production was the result of felt needs and it is believed the children will profit.

Materials are now being assembled for a revision of the intermediate grade social studies course of study during the summer of 1935. The Board of Education has under advisement our recommendation that a sufficient amount of money be set up to take care of this work. It is believed that the appropriations will be made.

The most significant curriculum activity now under way in the Denver Public Schools relates to the selection and purchase of added reference books for work in all departments of the school. The item for purchase of books and reference materials in the new budget which took effect on December 1, 1934, amounts to \$62,000 in contrast to \$23,300 for the previous year. We are endeavoring to add books for use in all departments which treat on socio-economic matters.

In addition to this we are making a special study of numerous other matters of special importance at this time. Among such, perhaps the most important is a study of the problem of the Spanish-speaking pupils in the Denver schools.

The entire administrative staff of the Columbia, South Carolina, City Schools spent the summer of 1934 at Peabody College in connection with its program of curriculum revision.

REPORT OF THE CHAIRMAN OF THE EXECUTIVE COMMITTEE

In accordance with the agreement entered into by the Public School and College Groups in February, 1932, the following six members of the Executive Committee will be retired after the February meeting: Florence Stratmeyer, Elma Neal, L. Thomas Hopkins, W. W. Charters, Arthur Dondineau, Prudence Cutright. They will be replaced by three members, reducing the Board to seven, the number in the original agreement. Since there was no standing rule concerning the filling of vacancies for the executive committee, the chairman took the liberty to ballot the membership, the results of which will be reported to the executive committee for its guidance.

During the current year we have increased our membership from 172 to 230. Seventy candidates will be presented to the Membership Committee at the annual meeting.

Members on February 12, 1934.....	172
Reinstated.....	6
New Members.....	<u>82</u>
Total.....	260
Resignations and memberships discontinued.....	<u>30</u>
Members on February 11, 1935.....	230

The Society issued seven bulletins during the calendar year of 1934. An index of current textbooks prepared by a committee under the direction of M. E. Herriott, was issued for the first time. A complete report of the annual meeting was issued in April. The fall number was devoted to curriculum revision in higher education. The annual bibliography in curriculum making appeared in the fall. The total number of pages in the News Bulletin increased from 82 pages in 1933 to 254 pages in 1935. We would recommend a change in the name of the publication to conform to its present character. Certain improvements can be made in the cover and these should be attempted if it does not involve much expense.

The editorial board of BUILDING AMERICA has continued the preparation of projected issues and has engaged in extensive negotiations with publishers, scholars, and foundations in an effort to get the publication under way. The chairman of the editorial board will present a report to the Executive Committee in person.

The Society has no basic law covering such arrangements as memberships, elections, officers, duties of officers, and the like. A committee should be asked to prepare a brief set of simple regulations establishing the permanent governmental structure of the Society.

The Annual Meeting is again under the direction of Paul Hanna. He has assigned the morning session to the Committee on Secondary Education, of which Samuel Everett is the chairman. The afternoon session is devoted to Installation Phases of Curriculum Program. The extra session on Monday, devoted to the discussion of State-Wide Program of Curriculum Revision, is in response to a wish of interested members.

During the course of the year, it was suggested that the Executive Committee consider applying for admission as a department of the National Education Association. Your chairman suggests that the Executive Committee give this matter its attention.

It is several years since the Society made a study of the curriculum activities of city school systems. We recommend that a committee be appointed to make the inquiry and that an issue of the bulletin be set aside for the report of this committee.

The time seems to be appropriate for the Society to collect authentic reports as to the nature and extent of integrated curricula. If possible, we should be making a tentative appraisal of this development in American education.

The suggestion has been made that a committee on higher education be appointed with power to make investigations of the changing curriculum in this field.

A review of the activities of the Society for the current year reveals considerable expansion in the scope of its activities; an increase in membership and an increase in financial resources. The number of educational societies is growing annually and the number of special interests is increasing. In spite of this tendency, it is fair to say that there is sufficient interest in curriculum making to warrant the continued growth of The Society for Curriculum Study.

The financial report for the current year is given below. A comparison of expenditures for the last two years will show that the increase in 1934 is due largely to the fact that the output, in pages, of our bulletin increased three-fold. It should be borne in mind that two indexes of textbooks amounting to 130 pages were issued during the current fiscal year of the Society, thereby incurring an extraordinary expenditure. To offset this, however, the chairman had F.E.R.A. service at his disposal, the exact amount of which it is impossible to estimate. Without the latter, the deficit undoubtedly would have been very much greater.

The Society has been accumulating a deficit. The Executive Committee should decide whether it wishes to increase the annual dues to \$2.00, or to curtail the bulletin service.

<u>Receipts</u>	<u>1 9 3 3</u>	<u>1 9 3 4</u>	
Received for dues.....	\$180.15	\$338.40	
Received for subscriptions.....	10.00	19.00	
Received from sale of supplements...	6.80	34.58	
Interest.....	1.67	1.68	
Total.....	\$198.62	\$393.66	1058.74

<u>Expenditures</u>			
Telegram.....	.50		
Stationery and envelopes.....	27.99	39.30	
Secretarial services for year.....	70.00	135.63	
Stencils.....	75.75	160.40	
Postage.....	54.45	134.00	
Staples.....		4.80	
Express.....		1.06	
Total.....	\$228.69	\$475.19	
Deficit, preceding year.....	41.01	\$269.70	71.08 \$546.27 857.77
Present deficit.....		\$ 71.08	\$152.61

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SOCIETY FOR CURRICULUM STUDY

SIXTH ANNUAL CONFERENCE
Atlantic City, New Jersey.
GARDEN LOUNGE....DENNIS HOTEL
February 23 - February 25, 1935

Saturday Morning, February 23rd, 10:00 to 12:30.

Subject: Modernizing the Secondary School Curriculum.

Chairman: Rudolph Lindquist, Experimental Secondary School,
Ohio State University, Columbus, Ohio.

- Program:
1. The North Central Association's Recent Accomplishments and Plans.
Will French, Superintendent of Schools, Tulsa, Okla.
(10 minutes)
 2. California Secondary School Reorganization.
John A. Sexson, Superintendent of Schools, Pasadena, Cal.
(10 minutes)
 3. The Progressive Education Association Committee on School and College.
Ralph Tyler, Ohio State University, Columbus, Ohio.
(10 minutes)
 4. Major Issues of Secondary Education.
Harold Hand, Stanford University, California.
(10 minutes)
 5. Statement by a Member of the Committee on Secondary Education of the Society for Curriculum Study.
V. T. Thayer, Director of Ethical Culture Schools,
New York City.
(10 minutes)
 6. An Analysis of the Work of the Committee on Secondary Education of the Society for Curriculum Study.
Samuel Everett, Lincoln School of Teachers College,
Columbia University, New York City.
(20 minutes)

Discussion: Guided by the chairman. A mimeographed list of pertinent questions and issues to be distributed to the audience.

Time: Total $2\frac{1}{2}$ hours.
Presentation 1 hour and 10 minutes.
Discussion 1 hour and 20 minutes.

Saturday Afternoon, February 23rd, 2:30 to 4:30.

Subject: Installation Phases of Curriculum Programs.

Chairman: L. Thomas Hopkins, Lincoln School of Teachers College,
Columbia University, New York City.

Program: 1. Installing Curricula on a State-Wide Basis.
Ralph D. Russell, University of Idaho, Moscow, Idaho.

2. Installing Curricula in City School Systems.
Prudence Cutright, Public Schools, Minneapolis, Minn.

Discussion: Informal discussion by members of panel:

Wm. H. Bristow, Department of Public Instruction, Harrisburg, Pa.
F. L. Caswell, George Peabody College, Nashville, Tenn.
Lillian Compton, Public Schools, Cumberland, Maryland.
S. A. Curtis, University of Michigan, Ann Arbor, Michigan.
John Parker, Public Schools, Fort Worth, Texas.
S. M. Stouffer, Public Schools, Wilmington, Delaware.
Dave Peters, State Department of Public Education, Richmond, Va.
I. Keith Tyler, Public Schools, Oakland, California.

Monday Morning, February 25th, 8:00 to 10:30.

Subject: State Curriculum Problems.

Chairman: Paul R. Hanna, Lincoln School of Teachers College,
Columbia University, New York City.

Program: An informal discussion of some of the most pressing problems confronted in the various state curriculum programs in progress in the country. Discussion led by an invited panel.

Committee Meetings

The Executive Committee will meet for luncheon immediately after the Saturday Morning session at the Dennis Hotel. Chairman, Henry Harap.

The Committee on Secondary Education will hold a brief meeting on Saturday morning, February 23rd, immediately after the session on Modernizing the Secondary School Curriculum. Chairman, Samuel Everett.

The Editorial Board of Building America will meet for luncheon on Monday, February 25th, at Haddon Hall.

The Membership Committee will meet immediately after the Saturday morning session, at the platform. Chairman, Angela M. Broening.

The Committee on Higher Education - Meeting to be arranged.
Chairman, W. E. Peik.

The Editorial Board of the News Bulletin will meet at the Information Desk of the Chalfonte-Haddon Hall on Tuesday at 12:15. Chairman, Henry Harap.